

# Higher National Graded Unit Specification

## General Information for Centres

This Graded Unit has been validated as part of the suite of Civil Engineering HN awards. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit Title:** Construction Engineering: Graded Unit 1

**Graded Unit Code:** F03P 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Case Study

**Credit points and level:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC in Construction Engineering:

### General aims — to develop:

- ◆ skills of study, research and analysis
- ◆ ability to define and solve problems
- ◆ transferable skills
- ◆ ability to be flexible and work cooperatively with others
- ◆ responsibility for own learning
- ◆ planning, organisational and review/evaluation skills
- ◆ technical skills — broadening and deepening
- ◆ oral, written and pictorial communication skills
- ◆ numerical and ICT skills
- ◆ resource management ability
- ◆ flexibility, knowledge, skills and motivation as a basis for progression to graduate and postgraduate studies

### Specific aims are to:

- ◆ Prepare candidates for employment as engineering technicians in the construction engineering industry with a range of employers including developers, contractors, designers and prefabricators for industrial commercial and housing developments.

## General Information for Centres (cont)

- ◆ Provide candidates with a range of contemporary vocational skills utilising modern equipment and techniques available for surveying, setting out, monitoring quality, testing, detailing, fixings and interfaces thus enabling candidates to make an immediate contribution in their role as engineering technicians.
- ◆ Provide a choice of optional Units that will allow candidates to develop in other areas relevant to future employment in construction engineering, structural or civil engineering, or progression via an HND in Civil Engineering.
- ◆ Enable candidates to achieve appropriate professional body recognition, in particular but not exclusively, the Chartered Institute of Building, the Institution of Civil Engineers or the Institution of Structural Engineers.

**Recommended Prior Knowledge and Skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

Unit Title	Credit Value	SCQF level	HNC Con Eng	Unit Number
CAD 2D 1	1	7	M	DW1E 34
Civil Engineering Specialisms	1	7	M	DW5G 34
Civil Engineering Technology	1	7	M	DW5D 35
Construction Materials and Specification	1	7	M	DW53 34
Construction Site Surveying A	1	7	M	DW5H 34
Construction Technical Communication Skills	1	7	M	DW4D 34
Health and Safety	1	7	M	DW4E 34
Civil Engineering Contract and Project Management A	1	7	M	DW59 34
Mathematics for Construction	1	6	M	DW4F 33
Structural Mechanics	1	7	M	DW45 34

**Core Skills:** There are opportunities to develop the Core Skill of Problem Solving at level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Assessment:** This Graded Unit will be assessed by the use of a Case Study. The investigation, analysis and development of solutions should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Graded Unit covers.

An exemplar instrument of assessment and marking guidelines have been produced to provide examples of the type of evidence required to demonstrate achievement of the aims of the Group Award covered by this integrative assessment and to indicate the national standard of achievement at SCQF level 7.

## Administrative Information

**Graded Unit Code:** F03P 34

**Graded Unit Title:** Construction Engineering: Graded Unit 1

**Original date of publication:** August 2006

**Version:** 01

### History of Changes:

Version	Description of change	Date

**Source:** SQA

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# Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

**Graded Unit Title:** Construction Engineering: Graded Unit 1

## Conditions of Assessment

The candidate should be given a date for completion of the case study. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any reassessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the *reassessment*.

The candidate should be given a date for completion of the case study. Parameters should be agreed with the tutor/supervisor by the candidate(s) on a continuing basis providing clarification, guidance and reasonable assistance.

Each assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date, including any oral examination. Reassessment of this Graded Unit should be based on a significantly different assessment task.

At this level, candidates should work independently within the context of a typical working environment. It is up to Centres to take reasonable steps to ensure that the candidates bring their specialist knowledge and experience to the project. For example, Centres may wish to informally question candidates at various stages on their knowledge and understanding of the project/case study on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance. Candidates should be allowed to use appropriate technology within and outwith the college environment.

Assessors must be satisfied that the work has been completed by the individual candidate. This could be done by, for example, by candidates completing a log or diary recording progress and tasks completed. There should be regular meetings between the tutor and candidate(s) to review progress and these meetings should be recorded. Centres may wish to authenticate individual candidate understanding with an oral examination, or other appropriate test, based on the evidence submitted.

## **Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)**

**Graded Unit Title:** Construction Engineering: Graded Unit 1

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The candidate should be given a Case Study and asked to develop proposals to address a specific construction engineering task/issue/topic. The task to be undertaken should be defined in relation to the context of the particular civil engineering topic/issue, and what it is reasonable to expect of candidates in the time scales available for a single credit Unit. The issues selected should focus on the main aims of the course, and the need to demonstrate an ability to integrate knowledge and skills across the mandatory Units in the HNC Construction Engineering.

The task should allow the candidate(s) to demonstrate valid and realistic responses to the current and future needs of the chosen topic and, where appropriate, issues of Health and Safety and sustainability. Safe working practices should be looked at in accordance with current safety codes of practice and regulations. Sustainability should include reference to criteria affecting sustainability, impact of not implementing sustainability on the environment and the legislation promoting sustainability.

The task might, for example, require the candidate to assume a work based role in project management, design, maintenance, manufacture or installation consistent with the level of this award, with responsibility for the construction of all, or a portion of, a new development. The task should involve elements of work planning, identification of data, selection and presentation of alternative solutions using sketches, drawings, calculations, specifications etc. A written evaluation/reflection report considering candidate performance and the appropriateness of the solutions offered with feedback to inform future activities is required.

Alternatively, the task might require a more detailed analysis and evaluation of a smaller element of construction technology.

At this level the scope of the task should be clearly defined, the candidate should have access to readily available data and analytical tools including hardware/software. Candidates should not be expected to develop innovative solutions from fundamental principles but to apply existing information and techniques.

## Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

### Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which has many more strengths than weaknesses and:</p> <ul style="list-style-type: none"> <li>◆ Provides considerably more than the minimum quality of evidence for each of the three stages required by the project brief.</li> <li>◆ Evidence is produced to a very high standard, eg technical content is consistently relevant and supports arguments and conclusions.</li> <li>◆ Demonstrates an accurate and particularly insightful interpretation of the project brief.</li> <li>◆ Has continuously accessed available guidance in arriving at the outputs submitted.</li> <li>◆ Embodies non-traditional and innovative solutions.</li> <li>◆ Has accessed a wide range of available data and design guidance.</li> <li>◆ Outputs are of a high standard in terms of level, accuracy and technical content.</li> <li>◆ Effectively consolidates and integrates required knowledge and skills.</li> <li>◆ Considers possible conflicts in integrating solutions in relation to constraints imposed.</li> <li>◆ Includes rationale and justification for solutions proposed.</li> <li>◆ Clearly identifies a ‘fit for purpose’ objective in arriving at proposed solutions.</li> </ul>	<p>Is a co-ordinated piece of work which has a balance of strengths and weaknesses and:</p> <ul style="list-style-type: none"> <li>◆ Provides the minimum quality of evidence for each of the three stages required by the project brief.</li> <li>◆ Evidence is produced to an acceptable standard of technical content and relevance.</li> <li>◆ Demonstrates an acceptable interpretation of the project brief</li> <li>◆ Has not amplified the initial project brief in arriving at the outputs submitted.</li> <li>◆ Embodies only routine and traditional solutions.</li> <li>◆ Has accessed a minimal range of available data and design guidance.</li> <li>◆ Outputs are adequate in terms of level, accuracy and technical content.</li> <li>◆ Consolidates and integrates knowledge and skill but this may lack some continuity and consistency.</li> <li>◆ Treats proposed solution in isolation.</li> <li>◆ Presents proposed solutions without justification.</li> <li>◆ Has not identified adequately the ‘fitness for purpose’ objective in the proposed solution.</li> </ul>

## Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<ul style="list-style-type: none"> <li>◆ Clearly identifies key areas for improvement when undertaking the work to the defined time line action plan.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Achieves Outputs with minimal evaluation against the time line action plan.</li> </ul>
<ul style="list-style-type: none"> <li>◆ Clearly identifies key areas for improvement when reflecting on the technical solutions chosen compared with the initial objectives.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Assumes the technical solutions chosen as the ‘most appropriate’ with minimal retrospective comparison with initial objectives.</li> </ul>

Performance of this Graded Unit is specified in the following table.

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A	=	70%	—	100%
B	=	60%	—	69%
C	=	50%	—	59%

**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning	<p>Develop a brief for a project based on the case study which must include:</p> <ul style="list-style-type: none"> <li>◆ Interpretation of the scenario</li> <li>◆ Brief description of the scope of the project</li> <li>◆ Objectives of the project.</li> <li>◆ Identification of sources of information to be used and rationale for choice/s</li> <li>◆ A plan of action to carry out the research in the area including timescales and resources required.</li> </ul> <p><i>Evidence of the above should be presented which may be supplemented by oral evidence in discussion between the candidate and the assessor.</i></p>

## Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning (continued)	<p><i>The brief is worth a total of 15% of the marks for the investigation.</i></p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
Stage 2 — Developing	<p>Produce a report of the case study. The report must include:</p> <ul style="list-style-type: none"> <li>◆ Selected criteria and data, with rationale/justification</li> <li>◆ Evaluation of data — <i>where candidates use software for evaluation and analysis they must demonstrate that they can also evaluate using ‘first principles’ on a sample of the data</i></li> <li>◆ Evidence to justify understanding and completion of required tasks - <i>which might include narrative, drawings, schedules, calculations, specifications etc</i></li> <li>◆ Rationale and justification for proposals submitted</li> <li>◆ A technical report including executive summary and evidence of development and conclusions, to include objectives and summary of selected proposals</li> </ul> <p><i>The report is worth 70% of the marks for the investigation.</i></p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>
Stage 3 — Evaluating	<p>Provide an evaluation of the effectiveness of all parts of the investigation. The evaluation should include:</p> <ul style="list-style-type: none"> <li>◆ Assessment of the extent to which each of the original objectives has been met, including any modifications made during the course of the investigation, supported with rationale</li> <li>◆ Comment on aspects of the planning and development stages which worked well or deviated from the set plan</li> <li>◆ Assessment of the strengths and weaknesses of the report of the investigation</li> <li>◆ Identification of feedback to inform future investigations</li> </ul> <p><i>The evaluation is worth 15% of the marks for the investigation.</i></p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

## **Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)**

### **Candidates with Disabilities and/or Additional Support Needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).